2005 Long Range Facilities Plan

Preliminary Guidelines

Issued by the New Jersey Department of Education, Division of Finance, Office of School Facilities

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Welcome to the 2005 LRFP!

This document introduces the new reporting requirements for the 2005 Long Range Facilities Plan (LRFP). The New Jersey Department of Education (DOE) has redesigned the LRFP submission requirements and reporting website to be more user-friendly and less demanding in terms of survey and data entry than previous Abbott and state-wide versions. All school districts will utilize the new website for LRFP reporting as well as for project tracking through construction. Each district's updated LRFP is required to be submitted to the DOE by October 2005, as required by the *Educational Facilities Financing and Construction Act*.

GETTING STARTED

The 2005 LRFP website will not be available until Spring 2005. Pending the release of the website, these preliminary guidelines have been developed to:

- Provide an understanding of the new reporting requirements so districts can determine the resources needed to complete the LRFP;

- Help districts identify planning objectives, tasks, and schedule;

- Provide guidance for consultant contracting so that the new, less demanding, reporting requirements are addressed; and

- Encourage districts to immediately begin the planning process as needed in an effective and efficient manner prior to the release of the reporting website.

The amount of time required to complete the LRFP will vary depending upon district size, facilities objectives, and the status of the previously approved LRFP. A successful plan should address both educational adequacy and facility issues and consider community input. Much of the existing inventory information provided by each district for the previous LRFP will be "*migrated*" into the new system. The major LRFP reporting requirements are typically limited to updating the existing inventory and entering conclusions concerning enrollments, the disposition and development of sites, buildings, and program spaces, and estimated project costs. It is up to the district to determine the type of analysis needed to reach these conclusions. Districts that anticipate major facilities improvement projects or school restructuring should begin the planning process immediately in order to allow adequate time for data collection, analysis, and stakeholder consensus-building. All districts should thoroughly review this document to determine their planning needs and schedule as soon as possible.

SECTION A: *LRFP Reporting Requirements* **explains what districts <u>must</u> <u>do</u> to complete the 2005 LRFP.**

This section provides a technical overview of the updated reporting requirements. Major changes and the use of previous LRFP data in the new system are also explained. It is important that districts and their consultants carefully review this section in order to understand the scope of the new mandated reporting requirements and the work required to complete and submit the 2005 LRFP.

SECTION B: *The Planning Process* **describes what districts <u>should</u> <u>consider</u> <u>doing</u> to develop the most responsive LRFP.**

The LRFP reporting requirements and website do not dictate a planning process or specific facilities improvement projects. Most planning tasks will be conducted independent of the website and determined at the

district's discretion depending upon objectives and needs. However, although the DOE is not mandating or recommending a particular planning process, it is critical that each district carefully review Section B to determine the steps it should implement to formulate a responsive LRFP. For districts planning significant facilities projects, these planning activities will comprise the major part of the total effort and should be started immediately.

SECTION C: *Data Collection Forms* **allows districts to begin assembling the required reporting data NOW!**

The guidelines and survey templates provided in Section C will help districts prepare reporting requirements for their existing facilities for input into the 2005 LRFP website. The data collection forms should be viewed as organizational tools rather than data entry forms since most of the required existing inventory information has been transferred from the previous LRFP website.

APPENDIX A: *Facilities Efficiency Standards* **(FES) lists funded space for the various school types.**

The F.E.S. are presented in an updated format that lists square footage "allowances" for Core Curriculum Content Standards areas and administrative, faculty, and student services support rather than exact room type and area allocations. The square feet per student allowance and school capacities have not changed.

APPENDIX B: *Abbott Districts Program Documentation* **describes additional reporting requirements pertaining to educational goals and programs that Abbott districts must submit.**

Each Abbott district is required to provide documentation concerning its educational goals and programs on DOE provided templates as part of its LRFP submission. The documentation must be submitted to the DOE regardless of whether the proposed LRFP and/or District Models vary from previous approvals. The reported data will *not* be entered into the LRFP website.

Detailed instructions and training concerning the use of the LRFP and project tracking website will be provided at a later date. Questions regarding procedures outlined in these guidelines should be directed to.

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LRFP Reporting Requirements

The following provides an overview of the 2005 LRFP reporting requirements, both online and as supporting documentation, and the use of previous district LRFP data in the new reporting website. Detailed instructions concerning website data entry and user training will be provided at a later date.

Please note that data requirements are based on website development to date. Minor changes may occur as the website is finalized. Amendments will be issued to this document as necessary.

What's new…

The LRFP reporting requirements have been redesigned so that they no longer dictate a rigid planning process and burden districts with extensive data collection and input if not meaningful to plan development. Some of the major reporting changes are as follows:

- The DOE will provide a district-wide "baseline" cohort-survival enrollment projection for the next five years, based upon the Fall Reports, on the LRFP website. Districts may use this projection as the basis for capacity needs or develop their own.

- Districts are not required to create an idealized School Model, or space program, developed independent of existing school space provisions, as in the previous LRFP. Instead, the proposed rooms for each school will be reviewed by the DOE as the School Model.

- Undeveloped sites, athletic fields, playgrounds, parking lots, and school "grossing factor" spaces *(mechanical rooms, custodial support spaces, corridor toilet rooms, etc.)* are now included in the inventory.

- The room inventory data entry process has been simplified to a recording of room types, sizes, quantities, district class size practices, and support spaces. The room fit-out inventory *(sinks, data outlets, etc.)* has been eliminated as a reporting requirement.

- Building systems and components are no longer inventoried. Only corrective actions that the district wishes to include in its LRFP must be identified.

- The new LRFP website will not provide automated budgets for proposed work. Districts will enter their own cost estimates for all proposed LRFP work.

- Projects can be scheduled up to fifteen years into the future in order to address the needs of districts with extensive construction programs. *(Enrollment projection updates will still be required to support proposed capacity work.)*

- LRFP projects will be tracked on the reporting website through construction, providing a major time-saving enhancement. Projects that change the district's site, building, or room inventory will be reassigned from "proposed" to "existing" in the database by the DOE once the project is completed. This allows the existing inventory to remain current as projects progress *without district action*. Districts will only need to update their proposed actions in future LRFPs after 2005.

- Abbott and ECPA districts must complete a preschool community provider facilities survey and enter findings on the LRFP website.

The new LRFP website also offers numerous user enhancements. This includes easier navigation, the ability to *copy* and *move* data, and general speed and performance. Building systems information, as well as other previous LRFP data that has been eliminated as a reporting requirement, will be available to districts in a *pdf* format on the new LRFP website.

Overview of LRFP Reporting Process

The LRFP reporting process has been greatly simplified from previous versions, with the amount of work required to complete and submit a LRFP dependent upon a district's facilities objectives. Districts that do not need to address capacity or program space issues should be able to quickly complete their LRFP. Other districts with extensive facilities needs will likely require a more extensive planning process to develop the required information.

The major website reporting tasks are as follows:

- *Review* and *update* existing site, building, and room inventory data that was transferred into the new reporting website from the previous LRFP.

- *Add* information concerning existing undeveloped sites, parking lots, athletic fields, playgrounds, and school "grossing factor" spaces *(new reporting requirements)*.

- *Add* existing buildings that are new to the district since the last LRFP or are funded and in design or construction.

- *Identify* desired building system upgrades, such as roof replacements and HVAC enhancements.

- *Add* proposed new sites, buildings, and rooms to address educational goals and objectives and facilities shortcomings.

- *Identify* district enrollments to be accommodated in the LRFP by using the website cohort-survival projection or a district-generated projection.

- *Assign* school grade alignments and enrollments if different from existing.

- *Assign* a budget and estimated project start year to each proposed building system and inventory action.

- *Inventory* preschool community-provider facilities *(Abbott and ECPA districts only)*.

The tasks can be completed in any order and simultaneously. The website will allow districts to construct multiple LRFPs in order to test different scenarios. However, only one LRFP can be submitted to the DOE.

Technical Requirements

Vanderweil Facilities Advisors (VFA) is working with the DOE and the New Jersey School Construction Corporation (NJSCC), a subsidiary of the New Jersey Economic Development Agency (EDA), to develop a new, custom, web-based software program for LRFP reporting and project tracking. The software and data will reside on a DOE server and be available to each district and its designated users on a confidential basis via the Internet.

In preparation for the release of the website, each district should ensure that their computer systems are minimally equipped with the following:

- Windows 9x/ME/NT/2000/XP

- Internet Explorer 5.5 SP2 or later

- Adobe Reader 3.0 or later

- Adobe SVG Viewer 3.0 or later

LRFP Reporting Requirements

There are six major LRFP reporting areas: (1) District Enrollments and School Grade Alignments; (2) Site and Asset Inventory; (3) Rooms Inventory; (4) Proposed LRFP Actions; (5) Preschool Community Provider Facilities Survey *(Abbott and ECPA districts only)*, and (6) Supporting Documentation. Survey documents to facilitate data collection are provided in Section C. *(Please note that the order of the information presented in this document does not necessarily reflect the structure of the website.)*

1. **DISTRICT ENROLLMENTS AND SCHOOL GRADE ALIGNMENTS**

    Districts must project the number of students that should be accommodated in its LRFP on a district-wide and school level basis. The DOE will provide a district-wide cohort-survival projection based upon the Fall Reports for the last five years on the LRFP website. The district may elect to use the website projection, selecting one projection year for LRFP planning, or can enter different projections. If the website projection is not utilized, the district must submit supporting documentation to the DOE. The district-level projections should be distributed among the schools by grade level once the proposed schools are determined.

    Migrated Data: No previous LRFP projection or enrollment data will be transferred into the new website. However, a district-wide cohort-survival projection and a listing of existing grade level enrollments for each school, based upon the Fall Reports, will be provided.

    Each district should review the birth and enrollment data used to generate the website projections. The projections may not be valid if any of the following considerations pertaining to the historic data are applicable:

    - The yearly births do not approximate the births in the area served by the school district.

    - The district has changed its sending/receiving relationship during the last five years.

- Self-contained special education students are significantly misrepresented. *(Except for vocational schools, the Fall Reports do not list self-contained special education students separately. The website cohort assumes that half of the special education students will be self-contained. The others are distributed among the grade levels.)*

If the historic data used to generate the projections is greatly misrepresented, districts should submit their own cohort survival projection with the correct data. If the cohort-survival method in general is not an appropriate forecasting tool, the district may propose an alternate projection methodology as described below.

Data Requirements: If a district accepts the website cohort-survival projection as the basis for the proposed enrollments, the only required action is the selection of a projection year. *(The projections will default to the fifth year unless a district selects a prior year.)* If a district does *not* elect to use one of the website cohort-survival projection years, modified district-wide grade level and self-contained special education projections must be entered into the website and supporting documentation submitted to the DOE.

The type of supporting documentation required for DOE submission will vary depending upon the reason(s) as to why the website cohort-survival projection is not utilized. If a district is not utilizing the website projection due to a disagreement with the historic enrollments, birth data, and/or projected pre-kindergarten enrollments due to the use of community providers, and a standard cohort-survival projection based on five years of historic enrollments is proposed, the district only needs to submit a revised cohort-survival spreadsheet, highlighting data changes, and a brief explanation as to why the enrollments from the Fall Reports, births, and/or proposed pre-kindergarten enrollments are not accurate on the website projection. A five-year cohort-survival enrollment projection spreadsheet template with a brief questionnaire is available on the DOE website at www.state.nj.us/njded/facilities.

If the enrollment projections proposed by the district are *not* based on a standard cohort-survival projection, the following supporting documentation must be submitted to the DOE:

- An explanation as to why a standard cohort-survival projection is not used as the basis for the projections.

- A description of the proposed enrollment projection methodology and why it is an appropriate forecasting tool for the district.

- Demographic and other relevant data supporting the projections, including excerpts from the municipal plan and recent neighborhood redevelopment plans, housing data noting quantity, type, permit and construction status, and projected students per unit.

All districts must allocate the district-wide projections among the proposed schools. A district may accept the website default for school grade alignments and enrollments, based on the current Fall Report, if district-wide enrollments are not projected to increase or the district is not proposing any new inventory. Otherwise, the proposed grades and enrollments should be reviewed and modified for each school as needed. Self-

contained special education students should be reported separately from the grade level counts. Proposed district-wide grade level enrollments must approximate the sum of the school grade level enrollments.

The website offers districts the opportunity to create and test multiple enrollment projection and school grade alignment scenarios. However, only one projection and school grade alignment scenario can be selected with the LRFP submission.

2. SITE AND ASSET INVENTORY

The new LRFP website provides the opportunity to record all existing and proposed district-owned or operated assets, including undeveloped sites, athletic fields, playgrounds, and parking lots. The inventory structure allows the identification of multiple buildings on a single site that serve the same or different schools as well as multiple buildings on different sites that serve a single school population. The school "section" concept utilized in the 2000 LRFP, in which schools were subdivided into parts according to age or function is no longer required.

Assets that meet one or more of the following criteria must be included in the district inventory:

- District-owned assets, including assets that are or will be leased to other program providers

- District-leased assets *(short or long term)*

- Community provider-owned preschool facilities for which the district is requesting State funding *(Abbott and ECPA districts only)*

The following should *not* be included in the inventory:

- Temporary classroom units for construction phasing

- Community provider owned preschool facilities for which no funding is sought

- Charter Schools utilizing non-district owned facilities

Migrated Data: Previous LRFP site and building data has been migrated into the new website. Migration considerations are as follows:

- The school or building name is used for the site name since sites were not named in the previous LRFP. The sites can be renamed if desired. New sites acquired since the last LRFP, as well as district-owned sites that do not have any buildings, must to be added to the inventory.

- Data for the Building Sections, if previously named, has typically been consolidated under one building name. Exceptions include sections named for separate buildings on a single site.

- The name, DOE code, and applicable FES Model of school buildings added to the district's inventory since the last LRFP, if assigned student enrollments in the Fall Report, will appear on the new website. The district will be required to enter all other information for these schools. Other new schools with a DOE code that were not included in the previous LRFP and are not assigned enrollments, typically only have the school name and DOE code added to the inventory.

- Data concerning proposed new buildings has not been migrated from the previous LRFP.

Data Requirements: Each district must update their existing site and building inventory and address new reporting requirements pertaining to undeveloped sites, athletic fields, playgrounds, and parking lots. Data requirements and their migration status from the previous LRFP website are noted in the table below.

Data Requirement	Data Entry Type	2005 LRFP DATA STATUS	
		Migrated Data	New Data
For each Developed Site:			
Site Name	Text	X *(based on bldg. name)*	
Acreage	Number	X	
Site Description	Text	X	
Site Address	Text	X *(based on building)*	
Lot/Block	Text		X
For each Undeveloped Site:			
Site Name	Text		X
Acreage	Number		X
Site Description	Text		X
Site Address	Text		X
Lot/Block	Text		X
For each Building:			
Site Name	Pick list	X	
School Served	Pick list	X	
Asset Name	Text	X	
Building Use	Pick list	X	
Number of Floors	Number	X	
Area (GSF)	Number	X	
Ownership	Pick list	X	
Year of Orig. Construction	Number	X	
Number of Bldg. Additions	Number	X *(based on section data)*	
Year(s) of Bldg. Additions	Number	X *(based on section data)*	
Description	Text	X	
Address	Text		X
Comments	Text	X	

Data Requirement	Data Entry Type	2005 LRFP DATA STATUS	
		Migrated Data	New Data
For each Playground, Athletic Field or Parking Lot:			
Site Name	Pick list		X
School Served	Pick list		X
Asset Name	Text		X
Area (GSF)	Number		X
Ownership	Pick list		X
Year of Orig. Construction	Number		X
Description	Text		X
Address	Text		X
Comments	Text		X
For Each School:			
School Name	Text	X	
School DOE Code	Number	X	
Applicable FES Model	Pick list	X	
Assets *(link to bldgs., etc.)*	Pick list	X	

3. ROOM INVENTORY

The room inventory continues to be one of the critical reporting areas of the LRFP. Capacity calculations, unhoused students, and a preliminary determination of new construction eligible for State funding are based on this information. A comprehensive inventory of all rooms, including "grossing factor" spaces such as group toilet rooms, building services, storage rooms, custodial support, circulation, etc., is required for each existing and proposed instructional building. No room fit-out information is required. The district may record rooms for non-instructional buildings, although this is not mandated as part of the LRFP. Community-provider owned preschool facilities in Abbott or ECPA districts should only inventory the rooms if State funding is desired.

It is important that each district accurately records the existing room inventory prior to LRFP submission. This will benefit the district by facilitating LRFP review and lessening future inventory tasks. Once a proposed project is complete, the DOE will update the district's inventory to reclassify the proposed work as existing. This will allow the district's inventory to remain current, without tasking the district, as facilities projects are completed.

Migrated Data: Migration issues pertaining to the room inventory are as follows:

- The existing room inventory from the previous LRFP has been migrated into the new website.

- Proposed rooms data has not been migrated from the previous website.

- Previous district entries for room number and room name have been merged into one text field on the new website. Districts may keep this room name as migrated or edit.

- The Building Section methodology is no longer used. Rooms for one school building that may have been listed under various Building Sections have typically been migrated together under one building name. The room inventory for separate buildings serving a single school have not been consolidated. *(The LRFP website will provide a "Move" function that will allow districts to move the rooms inventory from one building to another if needed.)*

- The room type pull-down menu has been consolidated to align with the Core Curriculum Content Standards. Previous district room designations have been renamed with the appropriate room type.

- "District class size" data will only appear on the new website for rooms that were indicated to be capacity-generating by the district. *(No district class size data should appear for rooms that do not contribute capacity to a school per district practices.)*

Data Requirements: Two major changes to the room inventory from the previous efforts are (1) the elimination of the room fit-out survey and (2) the new requirement to record grossing factor spaces such as group toilet rooms and mechanical rooms. Each district should verify and update the migrated existing room inventory as needed and add the "grossing spaces" for each instructional building.

There are several approaches that districts may employ for gathering grossing factor space data for toilets, building systems, custodial support, storage, vertical circulation *(stairs and elevators)*, and lobbies/vestibules/corridors. The approaches described below range from the most accurate and survey-intensive to the least. Districts should consider Approach 1 or Approach 2 for an instructional building if major program space reconstruction is anticipated.

1. Collect data for each "grossing factor space" from existing floor plans or field survey; or

2. Subtract the (A) total net building area *(sum of all program spaces)* from the (B) total gross building area to calculate the (C) total area for the grossing factor spaces (C=B-A). Determine the area used for toilets, building systems, custodial support, storage, and vertical circulation as in Approach 1. Sum this area (D) and subtract from the (C) total area for the grossing factor spaces (C-D) to determine the remaining area to be assigned to lobbies, vestibules, and corridors; or

3. Determine the total area for the grossing factor spaces as described in the first step in Approach 2. Distribute this area among the various grossing factor space types based upon a rough estimate of the size of each grossing factor space type relative to each other.

Data entry requirements for existing and proposed rooms are identical. The district can propose an array of rooms to test different LRFP scenarios if desired. A summary of the website data requirements are provided in the table on the following page.

		2005 LRFP DATA STATUS	
Data Requirement	**Data Entry Type**	**Migrated Data** *(existing rooms only)*	**New Data**
For each Net Program Space:			
Room Name	Text	X *(room number/ name)*	
Room Type	Pick list	X	
District Class Size Practice *(if capacity-generating)*	Number	X	
Room Area (NSF) *(excluding support spaces)*	Number	X	
Room Quantity	Number	X	
Room Support Space: Office Total NSF Prep Room Total NSF Storage Room Total NSF Toilet Room Total NSF Other Total NSF	Number	X	
For each Grossing Factor Space:			
Room Name	Text		X
Room Type	Pick list		X
Room Area (NSF)	Number		X
Room Quantity	Number		X

4. **PROPOSED LRFP ACTIONS**

The most significant changes to the LRFP requirements are the reporting of deficiencies and proposed corrective actions. Districts will construct their proposed LRFP actions in a more straightforward and simplified manner. This new approach allows each district to more easily and clearly articulate the work they are planning to do and how much it is anticipated to cost. It also does not overly burden districts that are not in need of major facilities improvements with extensive data collection and entry tasks. Key changes are as follows:

- Districts are no longer required to complete a comprehensive systems inventory for each school. Only proposed actions to be included in the LRFP are required to be developed.

- The correction of a system deficiency encompassing multiple building systems can now be entered into the system as a single entry. *(For example, a toilet room renovation no longer requires the creation of separate deficiency inputs for plumbing systems, finishes, HVAC, etc.)*

- Inventory actions and budgets can be assigned at a site, school, building, or room level.

- Districts will enter their own budget estimates, representing total project costs, for the proposed scopes of work. *(The budget estimates are for information purposes only and have no impact on LRFP review or approval.)*

- Projects can be scheduled up to fifteen years in the future.

The website will allow districts to construct multiple LRFPs that include varying system and inventory actions, enrollment projection scenarios, and school grade alignments if they so desire. However, only one LRFP can be selected and submitted to the DOE for review and approval. All projects must be represented in the district's approved LRFP in order to be eligible for State funding.

Migrated Data: In order to implement the new simplified system, districts will essentially start with a clean slate in terms of data entry. The systems inventory, deficiency data, and proposed inventory actions entered into previous LRFP websites have not been migrated into the new 2005 LRFP website. However, districts will have access to previous LRFP reports containing all data.

Data Requirements: Districts will identify systems and inventory actions to be included in the LRFP. "Systems" actions pertain to the upgrading of the building infrastructure and are not space-related. Districts can name the systems actions as desired and they can span multiple building systems. Examples of system actions include:

- Replace building roof.

- Renovate toilet room for handicapped accessibility.

- Replace classroom lighting.

- Install a new HVAC system.

"Inventory" actions address space-related problems by removing, adding, or altering sites, schools, buildings, or rooms. Districts will select inventory actions from a pull-down menu of options. *(Room characteristics, such as type and size, for new or reconfigured spaces will be developed as part of the room inventory.)* Examples of inventory actions are as follows:

- *Purchase* a new site.

- *Demolish* an existing school, including all associated buildings.

- *Construct* a new school.

- *Reconfigure* two classrooms into one art room.

- *Reassign* one kindergarten classroom to one general classroom.

- *Lease* a building to accommodate preschool classes.

- *Dispose* of a property.

Specific data requirements pertaining to the reporting of inventory actions include:

Data Requirement	Data Entry Type	2005 LRFP DATA STATUS	
		Migrated Data	New Data
For each System Action (For infrastructure upgrades):			
System Action Name	Text		X
Sq. Ft. Affected	Number		X
Tier	Pick list (I-IV)		X
Estimated Cost	Number		X
Applicable Bldg. Systems	Pick list		X
Projected Project Start Year	Pick list		X
For each Inventory Action (for space changes):			
Action Type	Pick list		X
Tier	Pick list		X
Estimated Cost	Number		X
Projected Project Start Year	Pick list		X

5. **PRESCHOOL COMMUNITY PROVIDER FACILITIES SURVEY (Abbott and ECPA Districts Only)**

A new LRFP reporting component is the collection of data pertaining to the quality of preschool community provider facilities in Abbott and ECPA Districts. Each Abbott and ECPA district will be required to survey community provider preschool classrooms housing district students for:

- Class size

- Number of classrooms

- Classroom square footage

- Classroom floor location

- Natural lighting

- Ceiling height

- Child-height sink

- Bubbler or water fountain

- Child-height toilet

The survey data will be entered into the LRFP website. A data collection form is provided in Section C.

6. **SUPPORTING DOCUMENTATION**

The following supporting "paper" documentation must be submitted to the DOE by all districts to complete the LRFP submission:

- Existing school site plans *(no scale required)*

- Existing school floor plans showing room use *(no scale required)*

- Proposed enrollment projections and substantiation if website cohort-survival projections are not used *(see page A.4.)*

- District map showing existing and proposed schools

- Board of Education resolution approving LRFP submission

- "LRFP Submission Warning Report," from the LRFP website, which lists possible data errors, signed by a district representative

The following supporting "paper" documentation, in addition to that noted above, must be submitted to the DOE by all Abbott districts:

- List of Facilities Advisory Board members

- Facilities Advisory Board meeting minutes

- Facilities Advisory Board resolution endorsing the LRFP submission

- LRFP schedule and task list *(must be submitted to the DOE no later than March 31, 2005)*

- Overview of Educational Goals and Objectives and School Programs Summary Reports *(See Appendix B for reporting templates.)*

All supporting documentation will be scanned by the DOE and posted to the website.

The Planning Process

The 2005 LRFP reporting requirements and website do not dictate a planning process or recommend facilities improvement projects. The LRFP has been redesigned to allow districts to implement a planning process and tasks that are best suited for their needs. Although the automated LRFP reports can aid the planning process, the critical planning activities are conducted offline and can begin immediately.

The LRFP update provides districts with the opportunity to improve upon previous planning. This section includes an overview of tasks that are typically implemented when developing a long range facilities plan. The appropriateness and duration of each task will depend upon the building objectives of the school district. Stakeholder review and site and school surveys should be included throughout the process. It is likely that most districts anticipating major facilities improvement programs and/or school restructuring will need to implement an extensive planning process. Districts that do not need to address capacity or educational adequacy issues will likely have a more abbreviated planning process. Unless otherwise noted, documentation of the planning tasks outlined in this section is not required by the DOE for LRFP submission, although it may be utilized during the LRFP, pre-development, or project application approval process. Survey instruments to facilitate the efficient collection of required data are provided in Section C of this document and are noted for the applicable tasks.

Additional information and planning resources of value to all New Jersey school districts can be found on the Education Law Center website at www.edlawcenter.org. This includes the document *"The Long Term Facilities Planning Process: A Guide to Improving Education While Improving Communities,"* prepared by the Education Law Center and the Center for Architecture and Building Science Research at NJIT. This report includes a more detailed description of planning tasks and recommendations for a community outreach plan. Useful information concerning the LRFP process, background, and facilities regulations can be found on the New Jersey Department of Education Office of School Facilities website at www.state.nj.us/njded/facilities.

Other than administrative activities, which should be addressed first, the planning tasks do not have to be completed in sequential order. Tasks may be implemented simultaneously and also revisited as findings and conclusions are developed.

1. ADMINISTRATIVE ACTIVITIES

The following administrative tasks set up the framework for implementing the planning process. All districts should immediately assess what they need to do and the amount of time and outside resources required to develop the most responsive LRFP.

1.1 Organize Facilities Advisory Board and other LRFP review committees.

District stakeholders should be informed and involved throughout the planning process and implementation. Abbott Districts are required to assemble their Facilities Advisory Board (FAB) to assist in developing the 2005 LRFP. It is highly recommended that non-Abbott Districts also assemble a LRFP review team with a full range of stakeholders. The FAB and other broad-based review groups ensure that a range of views are considered during the planning process, which ultimately helps community support and plan implementation. It is important that the FAB and other review groups meet

frequently throughout the planning process, with findings and conclusions conveyed to the community as developed.

The FAB should include one or more representatives from the following groups:

- District administrators

- District instructional/curriculum/program decision makers and/or planners

- School administrators and teachers for all program types

- Parents

- Community group representatives

- Municipal officials *(mayor, council members, planning board members, redevelopment agency members, etc.)*

- Consultant(s) retained by the district for completion of the LRFP, including a licensed architect and engineer

The FAB should provide a forum for public input via open meetings and public hearings, maintain detailed minutes of all meetings, and convey activities and actions to the community. It must also endorse the proposed LRFP. Abbott districts are required to submit to the DOE a list of FAB members and meeting minutes to the DOE.

1.2 Retain consultants.

Districts are *not* mandated by the DOE to retain consultants to complete the LRFP. Consultants should be retained as needed after a thorough review of these guidelines. Depending upon district needs, consultants may include a qualified demographer, educational consultant, licensed architect, and/or licensed engineer. Costs for consultants will vary based upon the size of the district, in-house capabilities, available data, and the status of the approved LRFP. It is important that each district, and consultant, review the new reporting requirements, which are significantly less demanding than the last Abbott and state-wide efforts. Survey requirements, in particular, have been minimized so that districts planning minor improvements are not overly burdened with data collection. The new LRFP website will also not have the speed issues that previously slowed data input and report generation. However, although reporting requirements have been lessened and website navigation improved, more district resources may be needed to develop a responsive plan and involve the community than previous efforts.

1.3 Develop planning tasks and schedule.

Each district should determine its planning needs and schedule NOW! Due to the varied activities and participants involved in the planning process, it is critical that districts develop and maintain a schedule

for LRFP development that incorporates adequate review time as each component is developed. This will help ensure the creation of a comprehensive plan that meets the district's goals *and* is supported by the community within the available timeframe.

Abbott districts are required to submit their LRFP schedule and task list to the DOE no later than March 31, 2005.

2. DISTRICT OBJECTIVES AND EVALUATIVE CRITERIA

A successful LRFP requires the careful examination of goals and objectives and a clear understanding of the needs of students and the community. Districts are encouraged to review and implement the following tasks as appropriate to develop a responsive "vision" for their schools on which to base proposed LRFP actions.

2.1 Review programs, goals, and space objectives.

The LRFP provides school districts with the opportunity to formally assess their educational programs and how they should be accommodated in the schools. Each district should review its programs to determine the continued appropriateness of the District Models proposed in the previous LRFP. If educational objectives are not being met, impediments should be determined since facilities issues often hinder appropriate program delivery. Space objectives should address the Core Curriculum Content Standards, teaching methods, and student needs. The analysis should include an examination of existing conditions and possible changes to:

- District grade structure

- Instructional programs and support services

- Staffing and teaching schedules

- Instructional methodologies

- School and class size objectives

- Room utilization rates

- Technology infrastructure objectives

- Space objectives and compliance with the Facilities Efficiency Standards

It is critical that Abbott districts address N.J.A.C. 6A:10A *Improving Standards-Driven Instruction and Literacy in Abbott School Districts* when assessing programs and developing facilities objectives. Section 6A:10A-3.3 *Secondary Education Issues*, in particular, should be carefully reviewed. This section describes the new secondary school regulations requiring small learning communities in Abbott

middle and high schools, either as free-standing facilities or within larger buildings. The regulations can be found on the DOE website at http://www.nj.gov/njded/code/current/title6a/chap10a.pdf. Curriculum experts, principals, teachers, parents, and school management teams should assist in developing a comprehensive program assessment.

Only Abbott districts are required to formally document district goals, educational objectives, and school programs and services for LRFP submission. Reporting templates and additional detail are provided in Appendix B of this document. This documentation must be submitted regardless of whether the 2005 LRFP update or proposed District Models vary from previous approvals.

The LRFP approval process for both Abbott and non-Abbott districts will not address whether proposed space in excess of the Facilities Efficiency Standards (FES) is eligible for funding. Abbott Districts will be required to update the Programs Summary Report and provide additional program space justifications during the project pre-development process. Other districts will be required to submit documentation justifying spaces in excess of the FES during the project application process.

2.2 Critique approved LRFP and review district goals.

It is recommended that each school district immediately assemble various stakeholders, including the Facilities Advisory Board in Abbott Districts, to review and critique their approved LRFP. Key features of the approved plan that still support the district's goals, objectives, and programmatic activities, as well as current needs that are not addressed in the approved LRFP, should be identified.

2.3 Research planning issues.

Research should be conducted as needed to support the articulation of educational and facilities goals. Relevant topics may include school size, instructional methodologies, and community use. The touring of school buildings in other districts may also be helpful.

2.4 Examine special education program needs.

Districts should comprehensively examine the accommodation of special education programs and students since they are often located in district schools as space permits. The articulation of funded and proposed special education programs, services, and student needs will help ensure that adequate spaces are planned for all objectives. Proposed LRFP work should consider bringing special education students back to their local school or to the district as well as supporting special education students within the regular classroom.

2.5 Develop site criteria.

Site evaluation criteria and priorities concerning recreation, parking, student transportation, safety, joint development, neighborhood revitalization, cost, capacity, and availability should be developed as applicable. It is particularly important that districts with land constraints prioritize site amenities and

minimum accommodations for its schools. Rooftop play areas and alternative parking arrangements should also be considered.

2.6 Review district-wide enrollments.

Districts must identify the number of students to be accommodated in its schools for the LRFP by grade level, with self-contained special education students noted separately. The 2005 LRFP website will provide a district-wide cohort-survival enrollment projection for the next five years based on five year historic enrollments from the Fall Reports. School districts may use these projections for planning purposes or develop their own. Districts with stable enrollments that do not need to expand their facilities can typically accept the website projections. If a district would like to quickly update its projections before the website release to assess capacity needs, the cohort-survival Excel spreadsheet template used for the 2000 LRFP, with updated historic enrollment and projection year names, can be accessed at the DOE Facilities website at www.state.nj.us/njded/facilities.

 A district should plan on developing its own enrollment projections in advance of the website if one or more of the following criteria are applicable:

- The district is experiencing enrollment growth that will require extensive inventory actions. (Don't wait for the website projection to get started!)

- The standard cohort-survival projection is not an appropriate enrollment forecasting tool for the district. This applies if conditions affecting district enrollments over the last five years are not projected to continue into the future, such as the opening or closing of private or charter schools, change in housing development rates, etc.

- The district's sending/receiving relationships have changed during the last five years or are proposed to be changed within the next five years.

- The district has a large special education population and its reporting *(students represented in the grade levels vs. listed separately)* has not been consistent over the last five years.

2.7 Consider implementing a Geographic Information System.

Large districts, districts with neighborhood schools, and/or districts that offer limited student transportation should consider implementing a computerized "Geographical Information System" (GIS) to track student locations and other data. A GIS can be an invaluable tool in helping districts analyze and adjust school attendance boundaries, identify future school sites, assess school capacity needs, develop efficient transportation routes, and analyze where students live vs. where they attend school.

3. DATA COLLECTION AND EXISTING FACILITIES ASSESSMENT

Each district should assess the shortcomings of its existing facilities in meeting goals and objectives. The existing facilities analysis should minimally examine capacity, educational adequacy in accordance with the Facilities Efficiency Standards, the Core Curriculum Content Standards, and district objectives, building systems and components, health and life safety, and handicapped accessibility.

3.1 Examine municipal plans.

Districts should review the municipal master plan and recent neighborhood redevelopment plans to assess land use, potential redevelopment areas, contaminated sites, opportunities for shared facilities and services, etc. Information pertaining to growth rates, policy and land use recommendations, and recent demographic trends can inform and validate the enrollment projections.

Discussions with municipal, county, and community development agencies may identify opportunities for collaboration in the use of facilities and sites, as well as prevent or minimize site conflicts. There also may be an opportunity for the school district to inform the municipal master plan, which is frequently updated and must be formally reviewed every six years.

3.2 Update school room inventory and floor plans.

All spaces in each existing school, or funded schools in design or construction, must be inventoried, with room type, quantity, and square footage noted. Support space(s) dedicated to a particular room should be identified. The 2005 LRFP also requires the reporting of "grossing factor" spaces *(corridor toilet rooms, mechanical spaces, custodial support spaces, storage rooms, vertical circulation, etc.),* which have not been previously inventoried. Section A and Section C provides guidance and templates to facilitate the rooms inventory data collection.

Existing floor plans should be updated to facilitate the room inventory and option analysis. Existing floor plans must be submitted to the DOE. These plans do not have to be "to scale" or architectural drawings.

3.3 Assess capacity and educational adequacy.

Utilizing the room inventory data, districts should evaluate each school for capacity, compliance with program space objectives and the Facilities Efficiency Standards, and general appropriateness for the grade levels served. It is recommended that districts use analytical tools that best help articulate the space and capacity issues that need to be addressed in the LRFP. Room inventory and capacity reports will be provided on the LRFP website. In the interim, the District Model spreadsheet utilized for DOE project applications can be used to calculate school capacity and provide a comparison with the Facilities Efficiency Standards. *(Also see Appendix A for the Facilities Efficiency Standards.)*

The major conclusions of the capacity analysis should determine:

- Whether the district's existing schools, for a particular program type, collectively provide adequate capacity to accommodate the projected enrollments, and

- Which schools do not meet the capacity objectives of the district *(too large or too small).*

The educational adequacy analysis should identify "problem" schools that:

- Are not appropriate for the current grade levels served;

- Do not accommodate the district's educational objectives, programs, or services;

- Do not meet the Facilities Efficiencies Standards;

- Have sacrificed program accommodations to achieve capacity needs; and

- Cannot be cost-effectively reconfigured.

3.4 Assess infrastructure conditions and determine building "systems" actions.

Each district should evaluate their existing building infrastructure, noting system functionality, handicapped accessibility, life safety, and current code deficiencies. All district-owned buildings should be assessed. The infrastructure assessment should assess upgrade needs as well as the viability of renovation.

The 2005 LRFP does not require an inventory of building systems and components as in the previous plan. Therefore, districts can assemble data in a manner that facilitates analysis concerning the future rehabilitation and reinvestment of its facilities. Only proposed actions, estimated budget, and project start year, as described in Section A, are reported. A form to facilitate the collection of "systems actions" is provided in Section C of this document.

3.5 Survey community preschool provider facilities (Abbott and ECPA Districts only).

Community provider facilities serving district preschool children in Abbott and ECPA districts must be assessed as part of the 2005 LRFP. The surveys will help districts determine educational adequacy in accordance with NJAC 6A:26. A data collection form with the required information is provided in Section C.

3.6 Assess existing and potential school sites.

Each district must minimally survey its sites to collect data pertaining to playgrounds, athletic fields, and parking lots, as described in Section A, for input into the LRFP website. A data collection form is provided in Section C. Districts should also assess the building expansion capabilities of existing sites

and the potential for new and expanded sites if additional facilities are needed to address program and/or capacity deficiencies. Buildings and streets with special architectural and/or historical significance should be also identified to facilitate LRFP development.

It is particularly important that urban districts in need of additional school sites begin the site evaluation and identification process early enough to inform the option analysis. Campus schools, multi-story buildings, shared use buildings, including housing and commercial, conversion of old buildings, and green space shared by multiple schools are examples of ideas that can be explored in districts with limited land availability. Suburban and rural districts should also be aware of issues that may impact school development, such as wetland, Pinelands, and water and sewer availability.

4. LRFP DEVELOPMENT AND DOE SUBMISSION

Each district should develop a LRFP that advances its educational programs and objectives and remediates facilities deficiencies. The community should be invited to help shape the vision for the district's facilities plan. Plan development in districts with student capacity and program space issues will be more complex than districts with facilities that only require system upgrades.

4.1 Explore school grade alignment and inventory actions.

School configuration and capacity scenarios should be developed and tested as needed to respond to educational objectives, updated capacity needs, and existing facilities and site conditions. District-wide operating efficiencies should also be examined. The amount of analysis needed will depend upon the continued appropriateness of the approved LRFP. The configuration scenarios may explore new school grade alignments, new or expanded schools, school consolidation, redistricting, different school capacities, program delivery changes, etc. Once school configuration options are identified, the district-wide enrollment projections should be distributed among the existing and proposed schools.

The LRFP of Abbott districts, in particular, should demonstrate that the Board of Education has considered, and plans to implement or has dismissed with justification, the following options to address identified short and long term facilities needs:

- Realignment of school sending areas and grade configurations;

- Interdistrict cooperative agreements;

- Extension or restructuring of the school day or school year;

- Alternative or enhanced program delivery through the use of common technologies such as the Internet or distance learning resources;

- Joint use of municipal or privately owned facilities; and

- Partnerships with private industry.

Formal documentation concerning option exploration is not required to be submitted to the DOE with the LRFP although it may be requested at a later date for project approval. It is expected that Abbott FAB meeting minutes, which must be submitted to the DOE, will minimally reflect the consideration of the previously described options.

Each district should develop analytical materials that are best suited to facilitate decision making. This may include:

- Conceptual floor and site plans

- Existing and proposed space program comparisons

- Educational adequacy analysis

- Project budgets

- Constructability evaluations

- Site feasibility analysis

- Operational cost analysis

- Phasing plan

As described in Section A, LRFP scope of work reporting is generally limited to providing "*conclusions*" pertaining to the proposed inventory, the actions required to achieve the proposed inventory *(new construction, reconfiguration, demolition, etc.),* system actions to remediate infrastructure deficiencies, budget estimates, and project start years. Data may be entered into the LRFP website once the district selects a remediation plan or it can be entered as the options are developed in order to utilize the automated reports for evaluation.

The DOE LRFP review process will not assess project feasibility or approval. A study to substantiate school replacement and/or demolition will continue to be required during the project pre-development process for Abbott districts and during the project application process for all other districts.

4.2 Develop preschool plan (Abbott and ECPA Districts).

Each Abbott and ECPA district should review and update its preschool plan for the next five years based upon capacity needs and program space accommodations. The use of community centers is encouraged if quality programs and appropriate facilities are provided. All community provider buildings proposed to house district preschoolers must be assessed so that districts have sufficient information to plan for educationally adequate facilities. The required Preschool Community Provider Survey will help districts identify centers that do not meet the space standards and that should be considered for remediation. Districts that lease or plan to lease a district-owned building to a community provider or plan to request State funding to upgrade a community-provider owned building should include the center in the district's proposed building inventory.

4.4 Select and submit a LRFP to the DOE for approval.

Each district should conduct public meetings, workshops, etc., to present the facilities actions under consideration for inclusion in its LRFP. The process should maximize input from parents, faculty, district administrators, neighborhood residents, civic institutions, and the municipal government.

Once a LRFP has been selected and refined, it must be approved by the District Board of Education and submitted to the municipal planning board and the DOE. The DOE submission will include both electronic reporting and supporting "paper" documentation as described in Section A.

The DOE LRFP approval process will primarily concentrate on capacity and educational adequacy. It is important that the LRFP submitted to the DOE comply with the following in order to facilitate review and approval:

- The district-wide enrollment projections approximate the sum of the proposed school enrollments and capacities.

- The district does not have "unhoused" students, based upon the projected enrollments and district practices, after completion of the proposed inventory actions.

- Proposed rooms approximate the Facilities Efficiency Standards.

The district will be provided with a "warning" when the LRFP is electronically submitted if any of the above issues are not properly addressed. There will also be other "checks" in order to ensure the accurate representative of electronic data prior to DOE review.

Data collection forms are provided on the following pages to help districts prepare electronic reporting requirements concerning their existing facilities prior to the release of the LRFP website. The data collection forms should be viewed as organizational tools rather than data entry forms. Districts should determine the best data collection methodology based upon their size, the amount of change to their existing inventory since the last LRFP, and the accuracy of previous data. New reporting requirements, as noted on each form, can be addressed by recording the information directly on the data collection form or by attaching existing documents with the required data. Changes to data from the previous LRFP can be tracked manually by editing the relevant data field(s) on reports from the previous LRFP submission.

The various data collection forms and their recommended use are noted below. See Section A for additional detail concerning the reporting requirements. The forms are available on the DOE Facilities website at www.state.nj.us/njded/facilities. They are provided in Microsoft Excel so that districts can alter them if so desired. However, it is recommended that the data be manually entered on the forms since all information will ultimately be entered into the LRFP website.

FORM A: **Site Inventory**

Data for undeveloped district-owned sites and new building sites added to the district's inventory since the last LRFP should be collected. Site data associated with buildings inventoried for the previous LRFP has been migrated into the new website, with the site name based on the building name. Only lot and block data need to be collected for these sites.

FORM B: **Asset Inventory: Instructional Buildings**
FORM C: **Asset Inventory: Non-Instructional Buildings**

Data for buildings added to the district's inventory since the last LRFP or that are funded and currently in design or construction should be collected. Only addresses need to be collected for buildings included in the previous LRFP.

FORM D: **Asset Inventory: Playgrounds, Athletic Fields and Parking Lots**

This is a new reporting requirement. This inventory form should be used to collect information pertaining to all district-owned playgrounds, athletic fields, and parking lots.

FORM E: **Room Inventory**

The room inventory is the one of the most critical reporting areas of the LRFP and should be carefully updated. Since the existing room inventory entered into the previous LRFP website will be migrated into the new website, use of the blank survey form is only recommended to record (1) school buildings added to the district's inventory since the last LRFP; (2) school buildings that are funded and currently in design or construction; and (3) school buildings that have been significantly reconfigured or expanded since the last LRFP. It is also recommended that this form be used for all school buildings to record "grossing factor" spaces, which is a new LRFP reporting requirement. *(Rooms are only mandated to be inventoried for instructional buildings. All other building types are optional.)*

In order to allow districts to review and edit the existing room inventory data prior to the LRFP website release, a Microsoft Excel spreadsheet with the migrated data for each district will be posted on the DOE Facilities website. Districts should download this file and edit as appropriate for each school. Please note that the "grossing factor" spaces will have to be added to these previously inventoried schools.

FORM F: **Proposed System Actions**

Previous LRFP building systems data and proposed corrective actions will not be transferred into the new website. Therefore, the blank form can be used to document proposed infrastructure upgrades for all existing assets. *(Please note that "system" actions pertain to building systems and components and do not impact space provisions. "Inventory" actions, which include demolition, new construction, reconfiguration, will be discussed with the release of the website.)*

FORM H: **Community Provider Early Childhood Facility Survey (Abbott and ECPA Districts Only)**

The preschool community provider survey is a new reporting requirement for Abbott and ECPA districts. This form should be used to collect inventory data for all preschool community provider facilities used to accommodate district students.

2005 LRFP DATA COLLECTION FORM A
Site Inventory

Inventory all sites that are district-owned, including undeveloped sites with no buildings, or that contain district-leased buildings.

	Site Name	Acreage	Site Description (Optional; Note development restrictions)	Site Address Street Name / City / Zip Code	Lot/Block
Data Entry Type	Text	Number	Text	Text	Text
Migration Status:					
Yes	X (Sites with Buildings)	X	X	X	
No	X (Undeveloped Sites)	X	X	X	X
Comments	Name based on building; Add undeveloped sites and new sites since last LRFP.		Undeveloped district-owned sites are a new reporting requirement.	Based on building address.	New reporting requirements for all sites.

Asset Inventory: Instructional Buildings

Inventory all instructional buildings that are district-owned or that are district-leased with district-operated programs.

	Building Name/ Address	Site Name	School Served	Building Use (check one)		Ownership (check one)				Construction Data					Comments (optional)
				Instructional: Single Story	Instructional: Multi-Story	District Owned	District Lease > 5 years	District Lease < 5 years	PK Comm. Provider Owned	Number of Floors	Area (GSF)	Year of Orig. Const.	Number of Bldg. Additions	Years of Bldg. Additions	
Data Entry Type	Text	Pick list of sites	Pick list of schools							Num.	Num.	Year	Num.	Text	Text
Migration Status:															
Yes	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
No	X														
Comments	Address not migrated; Add new buildings, incl. funded but not yet open, since last LRFP.	Based on sites listed in inventory.	Based on schools listed in inventory.												

Asset Inventory: Non-Instructional Buildings

Inventory all non-instructional buildings that are district-owned or district-leased.

	Building Name/ Address	Site Name	School Served (if applicable)	Building Use (check one)						Ownership (check one)				Construction Data					Comments (optional)
				Administrative	Athletic Facility	Parking Facility	PK Comm. Provider	Temporary Facility	Utility	District Owned	District Lease > 5 yrs.	District Lease < 5 yrs.	PK Provider Owned	Number of Floors	Area (GSF)	Year of Orig. Const.	No. of Bldg. Additions	Years of Bldg. Additions	
Data Entry Type	Text	Pick list of sites	Pick list of schools											Num.	Num.	Year	Num.	Text	Text
Migration Status:																			
Yes	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
No	X																		
Comments	Address not migrated; Add new buildings, incl. funded but not yet open, since last LRFP.	Based on sites listed in inventory.	Based on schools listed in inventory; Can select "none."																

2005 LRFP DATA COLLECTION FORM D
Asset Inventory: Playgrounds/Athletic Fields and Parking Lots

Inventory all playgrounds, athletic fields, and parking lots.
This data was not collected in previous LRFPs.

| | Type | | | | | Ownership | | | | Construction Data | | |
	Playground / Athletic Field	Parking Lot	Asset Name/ Address	Site Name	School Served (if applicable)	District Owned	District Lease > 5 years	District Lease < 5 years	PK Comm. Provider Owned	Area (GSF) **Can be rough estimate**	Year of Orig. Const.	Comments (optional)
Data Entry Type			Text	Pick list of sites	Pick list of schools					Num.	No.	Text
Migration Status:												
Yes												
No	X	X	X	X	X	X	X	X	X	X	X	X
Comments				Based on sites listed in inventory.	Based on schools listed in inventory; Can select "none."							

Rooms Inventory

Inventory all rooms in each instructional building, including "grossing factor" spaces. *(The room inventory for non-instructional buildings is optional.)*

A "support space" is defined as a room that is dedicated to a particular program space and is accessed from that program space. "Grossing factor spaces" are typically accessed from a corridor. For example, a toilet room is considered a kindergarten classroom support space if accessed from a kindergarten classroom. A toilet room accessed from the corridor is considered a grossing factor space. Support space data has been transfered from the previous LRFP to the new system.

It is recommended that this form only be used to record the grossing factor spaces for each instructional building (new inventory requirement) **and new school buildings and additions constructed since the last LRFP.** Spreadsheets listing migrated room data from the previous LRFP can be downloaded from the DOE Facilities website at www.state.nj.us/njded/facilities or districts can review room inventory reports from the previous LRFP. There are no new reporting requirements for the migrated data.

Site Name: _____

Building Name: _____

ROOM NAME	Pre-Kindergarten	Kindergarten	Gen. Clrm., Grades 1-3	Gen. Clrm., Grades 4-5	Gen. Clrm., Grades 6-8	Gen. Clrm., Grades 9-12	SCSE, Kindergarten	SCSE, Grades 1-5	SCSE, Grades 6-8	SCSE, Grades 9-12	Career Ed.; Cons./Family Skills	Science	Small Group Instruction	Technological Literacy	Visual & Performing Arts	Media Services	Assembly/Large Group	Food Services/Large Group	Physical Education/Large Group	Multi-Purpose (PE/Food Serv.)	Other Specialized Space	Admin./Student Services	Faculty	Health Services	Toilets	Building Systems	Custodial Support	Storage	Vertical Circulation	Lobby/Vestibule/Corridor	District Class Size Practice	Net Sq. Ft. per Rm.	Rm. Qty.	Office	Prep	Storage	Toilet	Other
Data Entry Type — Text																															Num.	Num.	Num.	Num.	Num.	Num.	Num.	Num.
Migration Status:																																						
Yes	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X
No	X																								X	X	X	X	X	X	X	X	X					
Comments	Net program spaces only.																							New requirement.														

LRFP: Proposed System Actions

Identify desired upgrades to building systems and components, playgrounds, athletic fields, and parking lots. *(Actions do not pertain to "space" changes.)*
No data pertaining to existing system deficiencies or proposed corrections will be migrated into the new website.

Site Name	Asset Name *(includes Buildings, Playgrounds, Athletic Fields, and Parking Lots)*	System Action Description *(Text description)*	Applicable Systems (for Buildings Only) Check all applicable.																															Tier Check one.				Est. Budget	Project Start Year
			Electrical									Fire		HVAC					Interiors						Plumbing				Shell					I: Health & Life Safety	II: FES Educational Adequacy	III: Technology	IV: Other Local Objectives		
			Elevators & Lifts	Branch Wiring Devices	Communications & Security	Elect. Service & Distribution	Emerg. Light & Power Systems	Exit Signs	Ext. Lighting Equipment	Interior Lighting Equipment	Lighting & Branch Wiring	Other Special Systems/Devices	Sprinklers	Standpipes	Controls & Instrumentation	Cooling Generating Systems	Distribution Systems	Exhaust Ventilation Systems	Heat Generating Systems	Terminal & Packaging Units	Ceiling Finishes	Floor Finishes	Interior Doors	Partitions	Stair Construction	Stair Finishes	Domestic Water Distribution	Plumbing Fixtures	Rain Water Drainage	Sanitary Waste	Exterior Doors	Exterior Walls	Exterior Windows	Roofing	Superstructure	Foundations						

Community Provider
Early Childhood Facility Survey

(For Abbott and ECPA Districts Only)

Provider Name:

Center Name:

Center Address:

Building Ownership: ___ Provider Owned ___ Provider Leased

Comments:

Surveyor/Title:

CENTER CHARACTERISTICS

Building Construction Date(s) incl. Additions:

Building Type (Original Design): ___ Commercial ___ Residential
___ Educational ___ Other:

ECC Functions: ___ Entire building ___ Portion of building

Other Function(s) in Building:

Number of ECC Occupied Floors:

Outdoor Play Area: ___ Yes ___ No

Kitchen / Food Prep Area: ___ Yes ___ No

STUDENT ENROLLMENTS

Total District Students in Center: _____ Total Licensed Center Capacity: _____

Student Ages Served in Center: _____

DISTRICT ECC CLASSROOMS (Enter rooms with different characteristics on separate lines.)			FLOOR LOCATION (Enter room qty. applicable for each classroom line.)				CLASSROOM CHARACTERISTICS (Check "yes" or "no.")													
Number of Similar Clrms.	Net SF per Clrm.	Total Students per Clrm.	Bsmt.	1st	2nd	3rd+	Natural Lighting		Ceiling Height 9'-6" min.		Mechanical Ventilation or Operable Windows		Child-Height Sink in Clrm.		Bubbler or Water Fountain in Clrm.		Direct Access to Child-Height Toilet		Nearby Access to Child-Height Toilet	
							Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Facilities Efficiency Standards

The Facilities Efficiency Standards (F.E.S.) for various school types and central district offices are provided on the following pages. Early Childhood Center, PK-8, and Middle/High School Models have been added for the purposes of LRFP analysis.

The F.E.S. are presented in an updated format that lists square footage "allowances" for Core Curriculum Content Standards areas and administrative, faculty, and student services support rather than exact room type and area allocations. The square feet per student allowance and proposed school capacities have not changed.

FACILITIES EFFICIENCY STANDARDS

Early Childhood Center

Grades: 3-4 year olds
Enrollment (FTE): 294
Utilization Factor: 100%
Gross Square Feet per FTE: 125

Abbreviations and Definitions:

FTE: Full-time equivalent

SF: Square feet

Grossing Factor: 40% of total net SF for circulation, corridor/group toilet rooms, storage, receiving, mechanical, communications, electrical, etc.

Support Space: A room dedicated to one or two rooms that is only accessed from that room(s) and not the corridor, such as a kindergarten toilet room.

Space Considerations:

Student Commons and Other Shared Instructional Areas: Area allowances for F.E.S. capacity-generating classrooms and specialized spaces can be used to provide student commons and other shared instructional areas if desired.

Special Education: Special education population is assumed to be 8% of 324 FTE, or 24 students, with 1/2 of students assigned to self-contained classrooms; Districts should adjust to reflect actual practices.

Classroom Net SF and Support Spaces: Required support space(s) for each room type are noted in the comments column and underlined. The district may elect to provide additional support spaces, which can be deducted from the main room net SF allowance, provided that the program can be accommodated within the remaining SF.

Room Type	Number of Rooms	CAPACITY		SQUARE FEET		Comments
		Students per room	Total Students	Net SF per Room	Total Net SF	
F.E.S. Capacity-Generating Clrms.:						
Pre-Kindergarten Classroom	18	15	270	950	17,100	Net room SF to include toilet room
Pre-Kindergarten Special Education Classroom	2	12	24	950	1,900	Net room SF to include toilet room
					19,000	Subtotal Net SF
					72%	*Percentage of Total GSF*
Specialized Spaces:						**May NOT be assigned capacity by the district.**
Multi-Purpose/Large Group Allowance					4,600	Net room SF to include kitchen
Small Group Instruction Room Allowance					800	District to determine size and quantity based on programs and class size.
					5,400	Subtotal Net SF
					21%	*Percentage of Total GSF*
Administrative/Support:						
Health Services Allowance					400	Net room SF to include toilet room and exam room
Administrative/Student Services Allowance					1,150	Includes main office, principal's office, conference room, etc.
Faculty Support Allowance					300	
					1,850	Subtotal Net SF
					7%	*Percentage of Total GSF*
TOTALS:						
Total Capacity (FTE)			294			
Total Net SF					26,250	
Grossing Factor					1.40	
Total Gross Square Feet					**36,750**	
Gross SF per FTE					125	
Area Cost Allowance per SF					$143	
Total Cost					$5,255,250	

FACILITIES EFFICIENCY STANDARDS

Elementary School

Grades: K-5
Total Number of Seats: 510
Utilization Factor: 90%
Full-time Equivalent Students (FTE): 460
Gross Square Feet per FTE: 125

Abbreviations and Definitions:

SF: Square feet

Grossing Factor: 40% of total net SF for circulation, corridor/group toilet rooms, storage, receiving, mechanical, communications, electrical, etc.

Support Space: A room dedicated to one or two rooms that is only accessed from that room(s) and not the corridor, such as a kindergarten toilet room.

Space Considerations:

Pre-Kindergarten: Adjustments will be made to the FES for districts required to provide pre-kindergarten programs per the Approved Early Childhood Plan; Rooms to be sized at 950 SF, including toilet room, for 15 students each.

Classroom Net SF and Support Spaces: Required support space(s) for each room type are noted in the comments column and underlined. The district may elect to provide additional support spaces, which can be deducted from the main room net SF allowance, provided that the program can be accommodated within the remaining SF.

Room Type	Number of Rooms	CAPACITY		SQUARE FEET		Comments
		Students per room	Total Students	Net SF per Room	Total Net SF	
F.E.S. Capacity-Generating Clrms.:						
Kindergarten Classroom	2.13	21	45	950	2,025	Net room SF to include toilet room
General Classroom, Grades 1-3	12.81	21	269	850	10,888	
General Classroom, Grades 4-5	7.80	23	179	800	6,243	
Self-Contained Special Education Classroom	1.39	12	17	600	833	
					19,988	Subtotal Net SF (includes 1.11 utilization factor)
					49%	*Percentage of Total GSF*
Specialized Spaces:						**May NOT be assigned capacity by the district.**
Visual and Performing Arts Allowance					1,250	For art and music; Also see food services/assembly allowance for performing arts
Food Services/Assembly Allowance					6,250	Net SF to include eating and assembly area, stage, and kitchen
Physical Education Allowance					4,250	Net room SF to include gym and storage room
Technological Literacy Allowance					850	
Media Center Allowance					4,000	Net room SF to include media center, related support spaces, and computer lab
Small Group Instruction Room Allowance					1,600	District to determine size and quantity based on programs and class size.
					18,200	Subtotal Net SF
					44%	*Percentage of Total GSF*
Administrative/Support:						
Health Services Allowance					400	Net room SF to include toilet room and nurse's exam room
Administrative/Student Services Allowance					2,125	Includes main office, principal's office, conference room, student services offices, etc.
Faculty Support Allowance					360	
					2,885	Subtotal Net SF
					7%	*Percentage of Total GSF*
TOTALS:						
Total Capacity (FTE)			510			
90% Utilization Rate			460			
Total Net SF					41,073	
Grossing Factor					1.40	
Total Gross Square Feet					**57,502**	
Gross SF per FTE					125	
Area Cost Allowance per SF					$143	
Total Cost					$8,222,769	

FACILITIES EFFICIENCY STANDARDS
Middle School

Grades: 6-8
Total Number of Seats: 748
Utilization Factor: 90%
Full-time Equivalent Students (FTE): 675
Gross Square Feet per FTE: 134

Abbreviations and Definitions:

SF: Square feet

Grossing Factor: 40% of total net SF for circulation, corridor/group toilet rooms, storage, receiving, mechanical, communications, electrical, etc.

Support Space: A room dedicated to one or two rooms that is only accessed from that room(s) and not the corridor, such as an art room storage room.

Space Considerations:

Optional Capacity-Generating Classrooms: Districts may elect to attribute student capacity to select specialized spaces based upon district scheduling practices.

Classroom Net SF and Support Spaces: Required support space(s) for each room type are noted in the comments column and underlined. The district may elect to provide additional support spaces, which can be deducted from the main room net SF allowance, provided that the program can be accommodated within the remaining SF.

Room Type	Number of Rooms	Students per room	Total Students	Net SF per Room	Total Net SF	Comments
F.E.S. Capacity-Generating Clrms.:						
General Classroom, Grades 6-8	31.08	23	715	800	24,864	
Self-Contained Special Education Classroom	2.75	12	33	600	1,652	
					26,516	Subtotal Net SF (includes 1.11 utilization factor)
					41%	*Percentage of Total GSF*
Specialized Spaces:						
Optional Capacity-Generating Clrms.:						**Can be assigned capacity based on district scheduling practices.**
Visual and Performing Arts Allowance					2,400	For art and music; Also see food services/assembly allowance for performing arts
Technological Literacy Allowance					2,400	For computer literacy, CAD, etc.
Physical Education Allowance					9,900	Net SF to include gym, locker room(s), office(s), and storage room(s)
Science Allowance					3,975	
Other Spaces:						**May NOT be assigned capacity by the district.**
Food Services/Assembly Allowance					8,100	Net SF to include eating and assembly area, stage, and kitchen
Media Center Allowance					6,250	Net room SF to include media center and program support spaces
Small Group Instruction Room Allowance					2,000	District to determine size and quantity based on programs and class size.
					35,025	Subtotal Net SF
					54%	*Percentage of Total GSF*
Administrative/Support:						
Health Services Allowance					400	Net room SF to include toilet room and nurse's exam room
Administrative/Student Services Allowance					2,275	Includes main office, principal's office, conference room, student services offices, etc.
Faculty Support Allowance					520	
					3,195	Subtotal Net SF
					5%	*Percentage of Total GSF*
TOTALS:						
Total Capacity (FTE)			748			
90% Utilization Rate			675			
Total Net SF					64,736	
Grossing Factor					1.40	
Total Gross Square Feet					**90,630**	
Gross SF per FTE					134	
Area Cost Allowance per SF					$143	
Total Cost					$12,960,083	

FACILITIES EFFICIENCY STANDARDS

High School

Grades:	9-12
Total Number of Seats:	1,076
Utilization Factor:	85%
Full-time Equivalent Students (FTE):	**900**
Gross Square Feet per FTE:	**151**

Abbreviations and Definitions:

SF:	Square feet
Grossing Factor:	40% of total net SF for circulation, corridor/group toilet rooms, storage, receiving, mechanical, communications, electrical, etc.
Support Space:	A room dedicated to one or two rooms that is only accessed from that room(s) and not the corridor, such as an art room storage room.

Space Considerations:

Optional Capacity-Generating Classrooms:	Districts may elect to attribute student capacity to select specialized spaces based upon district scheduling practices.
Classroom Net SF and Support Spaces:	Required support space(s) for each room type are noted in the comments column and underlined. The district may elect to provide additional support spaces, which can be deducted from the main room net SF allowance, provided that the program can be accommodated within the remaining SF.

		CAPACITY		SQUARE FEET		
Room Type	Number of Rooms	Students per room	Total Students	Net SF per Room	Total Net SF	Comments
F.E.S. Capacity-Generating Clrms.:						
General Classroom, Grades 9-12	43.66	24	1,048	750	32,745	Quantity can be reduced for capacity-generating specialized classrooms.
Self-Contained Special Education Classroom	2.36	12	28	600	1,416	
					34,161	Subtotal Net SF (includes 1.18 utilization factor)
					35%	*Percentage of Total GSF*
Specialized Spaces:						
Optional Capacity-Generating Clrms.:						Can be assigned capacity based on district scheduling practices.
Visual and Performing Arts Allowance					3,100	Also see "Other Classrooms/Student Spaces
Physical Education Allowance					21,100	Net SF to include gym, locker room(s), office(s), and storage room(s)
Technological Literacy Allowance					1,400	For computer literacy, CAD, etc.
Science Allowance					5,750	
Other Spaces:						**May NOT be assigned capacity by the district.**
Assembly/Large Group Allowance					6,300	
Food Services Allowance					8,000	Includes kitchen
Media Center Allowance					10,075	Net room SF to include media center and program support spaces
Small Group Instruction Room Allowance					2,400	District to determine size and quantity based on programs and class size.
					58,125	Subtotal Net SF
					60%	*Percentage of Total GSF*
Administrative/Support:						
Health Services Allowance					470	Net room SF to include toilet room and nurse's exam room
Administrative/Student Services Allowance					3,875	Includes main office, principal's office, conference room, student services offices, etc.
Faculty Support Allowance					680	
					5,025	Subtotal Net SF
					5%	*Percentage of Total GSF*
TOTALS:						
Total Capacity (FTE)			**1,076**			
85% Utilization Rate			**900**			
Total Net SF					97,311	
Grossing Factor					1.40	
Total Gross Square Feet					**136,235**	
Gross SF per FTE					151	
Area Cost Allowance per SF					$143	
Total Cost					$19,481,662	

FACILITIES EFFICIENCY STANDARDS
Elementary / Middle School (draft)

Grades: PK-8

Full-time Equivalent Students (FTE): 690

Utilization Factor: 90%

Gross Square Feet per FTE: 128   *(Weighted Area Allowance based on 460 PK-5 students and 230 6-8 students)*

Definitions:

Grossing Factor: 40% of total net square feet (NSF) for circulation, corridor/group toilet rooms, storage, receiving, mechanical, communications, electrical, etc.

Support Space: A room dedicated to one or two rooms that is only accessed from that room(s) and not the corridor, such as a kindergarten toilet room.

Space Considerations:

Optional Capacity-Generating Classrooms: Districts may elect to attribute student capacity to select specialized spaces based upon scheduling practices.

Classroom Net SF and Support Spaces: Required support space(s) for each room type are noted in the comments column and underlined. The district may elect to provide additional support spaces, which can be deducted from the NSF allowance for the particular room type, provided that the program can be accommodated within the remaining NSF.

Room Type	Number of Rooms	CAPACITY Students per room	CAPACITY Total Students	SQUARE FEET Net SF per Room	SQUARE FEET Total Net SF	Comments
F.E.S. Capacity-Generating Clrms.:						
Kindergarten Classroom	3.00	21	63	950	2,850	Net room SF to include toilet room
General Classroom, Grades 1-3	12.00	21	252	850	10,200	
General Classroom, Grades 4-5	7.00	23	161	800	5,600	
General Classroom, Grades 6-8	11.00	23	253	800	8,800	
Self-Contained Special Education Classroom	3.00	12	36	600	1,800	
					29,250	**Subtotal Net SF**
					46%	*Percentage of Total GSF*
Specialized Spaces:						
Optional Capacity-Generating Clrms.:						**Can be assigned capacity based on district scheduling practices.**
Visual and Performing Arts Allowance					2,400	For art and music; Also see food services/assembly allowance for performing arts; SF Recommendation: 1,200 SF art room including storage and kiln rooms, 1,200 SF music room including storage
Technological Literacy Allowance					950	For computer literacy, CAD, etc.
Physical Education Allowance					9,600	Net SF to include gym, locker room(s), office(s), and storage room(s)
Science Allowance					1,350	
Other Spaces:						**May NOT be assigned capacity by the district.**
Food Services/Assembly Allowance					8,100	Net SF to include eating and assembly area, stage, and kitchen; SF Recommendation: cafeteria seating for 350 x 16 sf/student = 5,600 SF, 1,000 SF stage, 1,500 SF full service kitchen
Media Services Allowance					6,100	Net room SF to include media center and related support; SF Recommendation: 5,850 SF media center, 250 SF work/storage room
Small Group Instruction Room Allowance					2,000	District to determine size and quantity based on programs and class size
					30,500	**Subtotal Net SF**
					48%	*Percentage of Total GSF*
Administrative/Support:						
Health Services Allowance					400	Net room SF to include toilet room and nurse's exam room
Administrative/Student Services Allowance					2,275	Includes main office, principal's office, conference room, student services offices, technology coordinator office, security office, etc.
Faculty Support Allowance					520	
					3,195	**Subtotal Net SF**
					5%	*Percentage of Total GSF*
TOTALS:						
Maximum Capacity			765			
FTE (90% Utilization Rate)			**689**			
Total Net SF					62,945	
Grossing Factor					1.40	
Total Gross Square Feet					**88,123**	
Gross SF per FTE					128	

FACILITIES EFFICIENCY STANDARDS
Middle/High School (draft)

Grades: 6-12
Full-time Equivalent Students (FTE): 1,575
Utilization Factor: 85%
Gross Square Feet per FTE: 144   *(Weighted Area Allowance based on 675 6-8 students and 900 9-12 students)*

Definitions:

Grossing Factor: 40% of total net square feet (NSF) for circulation, corridor/group toilet rooms, storage, receiving, mechanical, communications, electrical, etc.

Support Space: A room dedicated to one or two rooms that is only accessed from that room(s) and not the corridor, such as a kindergarten toilet room.

Space Considerations:

Optional Capacity-Generating Classrooms: Districts may elect to attribute student capacity to select specialized spaces based upon scheduling practices.

Classroom Net SF and Support Spaces: Required support space(s) for each room type are noted in the comments column and underlined. The district may elect to provide additional support spaces, which can be deducted from the NSF allowance for the particular room type, provided that the program can be accommodated within the remaining NSF.

Room Type	Number of Rooms	CAPACITY		SQUARE FEET		Comments / SF Recommendations
		Students per room	Total Students	Net SF per Room	Total Net SF	
F.E.S. Capacity-Generating Clrms.:						
General Classroom, Grades 6-8	31	23	713	800	24,800	
General Classroom, Grades 9-12	45	24	1,080	750	33,750	HS general classroom quantity can be reduced for capacity generating specialized classrooms.
Self-Contained Special Education Classroom	5	12	60	600	3,000	
					61,550	**Subtotal Net SF**
					44%	*Percentage of Total GSF*
Specialized Spaces:						
Optional Capacity-Generating Clrms.:						**Can be assigned capacity based on district scheduling practices.**
Visual and Performing Arts Allowance					3,100	Includes art room, music room, music practice room; Also see "Other Classrooms/Student Spaces.
Physical Education Allowance					21,000	Includes gym(s), locker room(s), office(s), and storage room(s)
Technological Literacy Allowance					1,400	For computer literacy, CAD, etc.
Science Allowance					5,750	
Other Spaces:						**May NOT be assigned capacity by the district.**
Assembly/Large Group Allowance					6,300	Net SF to include stage
Food Services Allowance					18,000	Net SF to include kitchen; SF Recommendation: (2) 6,400 SF cafeterias, 4,700 SF full-service kitchen, 500 SF faculty dining area
Media Services Allowance					14,000	Net room SF to include media center and related support
Small Group Instruction Room Allowance					2,400	District to determine size and quantity based on programs and class size.
					71,950	**Subtotal Net SF**
					51%	*Percentage of Total GSF*
Administrative/Support:						
Health Services Allowance					825	Net room SF to include toilet room and exam room
Administrative/Student Services Allowance					5,500	Includes main office, principal's office, conference room, student services offices, technology coordinator office, security office, etc.
Faculty Support Allowance					680	
					7,005	**Subtotal Net SF**
					5%	*Percentage of Total GSF*
TOTALS:						
Maximum Capacity			1,853			
FTE (85% Utilization Rate)			**1,575**			
Total Net SF					140,505	
Grossing Factor					1.40	
Total Gross Square Feet					**196,707**	
Gross SF per FTE					125	

FACILITIES EFFICIENCY STANDARDS
Central Office

Total District Enrollment: **3,075 FTE**
(3 elementary schools with 1,500 FTE total, 1 middle school with 675 FTE, and 1 high school with 900 FTE.)

Abbreviations and Definitions:

SF: Square feet

Grossing Factor: 40% of total net SF for circulation, corridor/group toilet rooms, storage, receiving, mechanical, communications, electrical, etc.

Support Space: A room dedicated to one or two rooms that is only accessed from that room(s) and not the corridor, such as an art room storage room.

Room Type	Number of Rooms	CAPACITY Students per room	Total Students	SQUARE FEET Net SF per Room	Total Net SF	Comments
Administrative/Support:						
Administrative Office Allowance					3,600	
Child Study Team Office Allowance					1,175	
					4,775	Subtotal Net SF

TOTALS:						
Total Capacity (FTE)			0			
Total Net SF					4,775	
Grossing Factor					1.40	
Total Gross Square Feet					**6,685**	
Gross SF per FTE					2.17	
Area Cost Allowance per SF					$143	
Total Cost					$955,955	

Abbott Districts Program Documentation

Each Abbott District is required to provide documentation concerning its educational goals and programs as part of its LRFP submission. This information should be developed during the planning process described in Section B of these Preliminary Guidelines. The documentation must be submitted to the DOE regardless of whether the proposed LRFP and/or District Models vary from previous approvals. The information should be reported on two templates provided by the DOE.

The **District Educational Goals and Objectives Report** provides an overview of major considerations that may have shaped the LRFP.

The **School Programs Summary Report** documents programs and services that are provided, or proposed to be provided, at each school included in the LRFP. Schools serving the same grade levels and offering similar programs and services can be grouped together in one report.

The two report templates are presented on the following pages. Electronic versions in Microsoft Word are available on the DOE website at www.state.nj.us/njded/facilities. It is recommended that the districts utilize these electronic versions for data processing. The reported data will *not* be entered into the LRFP website.

The reports are primarily designed to:

1. Help districts articulate programs and services that should be accommodated in the LRFP and the major delivery issues that impact space needs; and

2. Serve as a foundation for future space justifications during project pre-development for funding requests in excess of the Facilities Efficiency Standards.

The DOE Office of Facilities is working with Abbott Implementation to develop an objective approach toward determining particularized needs. Space justification templates are being created to standardize and facilitate the program review and approval process. Critical space "justification" issues are anticipated to address:

- Program approval

- Funding and operational costs for new programs

- Core Curriculum Contents Standards

- Program delivery and instructional methodologies

- Staffing

- Teacher and student scheduling practices

- Room utilization rates

- Furniture and equipment

The funding eligibility of proposed square footage in excess of the Facilities Efficiency Standards will not be determined with LRFP approval. However, it is hoped that completion of the Programs Summary Report and an understanding of justification expectations will guide districts in the development of their proposed spaces. An update of the Programs Summary Report will be required with each project pre-development request.

ABBOTT DISTRICTS
District Educational Goals and Objectives

(Refer to 2005 LRFP Preliminary Guidelines issued by the DOE Office of School Facilities for detailed instructions.)

School District:

1. *What are the major educational goals of the district? Are they different from the goals and standards outlined by the DOE and required to be reported annually in the "School District Effectiveness" checklist?*

2. *What progress has the district made in achieving its educational goals and objectives since the last LRFP?*

3. *What are some of the impediments to meeting the district's goals and objectives? How are they addressed in the 2005 LRFP?*

4. *Are there any program changes under consideration that will help the district achieve its goals and objectives? If yes, are they included in the "School Program Summary Report?"*

5. *How has community input impacted the 2005 LRFP?*

6. *In what ways, if any, is the 2005 LRFP supportive of the local master plan and any neighborhood plans developed by community groups or the municipality?*

7. *Does the 2005 LRFP incorporate policies that are designed to address district-wide efficiencies in addition to school and building level efficiencies?*

ABBOTT DISTRICTS
School Programs Summary Report

(Refer to 2005 LRFP Preliminary Guidelines issued by the DOE Office of School Facilities for detailed instructions.)

"Help" for select information areas can be accessed by selecting the shaded input area and the F1 key.

School District:

PROGRAM / SCHOOL DESCRIPTION

This report must be complete for each school proposed in the LRFP. Schools serving the same grade levels and offering similar programs and services can be grouped together in one report.

School Type / Program Name:

Grades:

Optimum Student Capacity:

Program Structure:

Applicable School(s):

SCHEDULE

Note student and teacher schedules below. The student schedule should include lunch, but exclude optional before and after school activities. The teacher schedule should only include scheduled student instruction time.

Student Schedule: Periods per Days   OR   Minutes per Day

Teacher Schedule: Teaching Periods per Days   OR   Teaching Minutes per Day

PROGRAM CONSIDERATIONS

1. *Are the same programs provided in all district schools serving the same grades? If no, explain why programs among schools with similar grades vary. Is this consistent with the district's educational goals and objectives?*

2. *Provide a brief description of the teaching methods employed, including Whole School Reform models if applicable.*

3. *If the school serves middle or high school grades, describe how the new secondary school regulations requiring small learning communities, either as free-standing facilities or within larger buildings, are addressed.*

4. *How has the district determined the proposed school size (district goals and objectives, research, land availability, existing facilities, etc.)?*

5. *Does the school have a community use component? How has the operation and financing of the community facilities and functions been addressed?*

PROGRAM SUMMARY

Complete the table below for all existing and proposed educational programs, supplemental programs, and support services for the proposed school type. (If additional rows are needed, "unlock" the form from the "form" toolbar; copy and paste new rows, and relock form.)

Program/Service Name	Status		C.C.C.S. Ref. No.	Description/Service	Grades	Dedicated School Staff			Unique Space Requirements
	Approved	Proposed				F/T	P/T	None	
	☐	☐	Select		-	☐	☐	☐	
	☐	☐	Select		-	☐	☐	☐	
	☐	☐	Select		-	☐	☐	☐	
	☐	☐	Select		-	☐	☐	☐	
	☐	☐	Select		-	☐	☐	☐	
	☐	☐	Select		-	☐	☐	☐	
	☐	☐	Select		-	☐	☐	☐	
	☐	☐	Select		-	☐	☐	☐	
	☐	☐	Select		-	☐	☐	☐	
	☐	☐	Select		-	☐	☐	☐	

Program/Service Name	Status		C.C.C.S. Ref. No.	Description/Service	Grades	Dedicated School Staff			Unique Space Requirements
	Approved	Proposed				F/T	P/T	None	